

Student Name: _____ Date: _____ Folktales, Fairytales, and Myths Rubric 2011-12

Criteria	4	3	2	1
Demonstrates Organizational Structure	Well-developed introduction, rising action, climax, falling action, and resolution. Story is clear and easy to read. Plot includes unexpected twists that add value to the story.	Writing has a developed plot including introduction, rising action, climax, falling action, and resolution.	A poorly developed introduction, rising action, climax, falling action, and resolution. Leaves reader questioning and needing more information.	No clear beginning or end. Story doesn't really flow or make sense to the reader.
Demonstrates Elaboration	There is a well-developed, interesting conflict that extends throughout the story and is resolved in the end (it gets worse before it gets better). The plot keeps the reader on the edge of their seat.	There is a developed conflict throughout the story. The conflict is resolved in the end (it gets worse before it gets better).	A poorly developed conflict is in this story. The conflict is loosely resolved or the conflict is solved easily.	There is no clear conflict in this story or resolution of a conflict.
Demonstrates meaning and significance	Writer demonstrates a meaningful moral or life lesson through extremely clear "show-not-tell" techniques that directly impacts the reader.	Writer demonstrates a meaningful moral or life lesson through "show-not-tell" techniques.	Writer attempts a meaningful moral or life lesson through "show-not-tell" techniques.	Writer shows no moral or life lesson through "show-not-tell" techniques.
Uses correct conventions	All words are spelled correctly. Sophisticated punctuation is used to create complex sentences. Paragraphing is used to enhance the writing.	High-frequency words are spelled correctly. Ending punctuation is used properly. The piece is written in paragraph form.	Spelling errors begin to distract the reader. Ending punctuation is not used properly. Paragraphing is unclear.	Numerous spelling errors make the piece unclear for a reader. Ending punctuation is not present. Paragraphing is not attempted.
Uses varied genre and style	Demonstrates sophisticated understanding of the elements of fairy tales, folk tales and myths	Demonstrates solid understanding of the elements of fairy tales, folk tales and myths	Demonstrates developing understanding of the elements of fairy tales, folk tales and myths	Demonstrates minimal understanding of the elements of fairy tales, folk tales and myths
Uses varied writer's craft (Applies mini-lessons)	Writer consistently and effectively demonstrates understanding of mini-lessons and strategies given in class. They apply strategies in a way that is beyond grade level expectations.	Writer effectively demonstrates understanding of mini-lessons and attempts to apply strategies to their piece to increase the overall quality of the piece.	At times the writer demonstrates understanding of a mini-lesson or attempts to utilize a strategy. It is difficult to see evidence that the strategies were used effectively in the final piece.	Little or no evidence can be found that attempts were made to apply strategies of mini-lessons in the final piece.
Follows writing process	Multiple drafts were written prior to publishing this piece. Further, the writer has revised using the strategies presented in class and demonstrates revising skills independently.	Multiple drafts were written prior to publishing this piece. Writer used revision strategies.	One draft was written prior to publishing this piece. Writer did minimal revisions and made a minimal attempt to utilize peers and adults to edit.	Writer did not produce drafts in a timely manner to utilize revision strategies.
Effort	Based on time given throughout the unit, it is apparent the author utilized time wisely both in class and outside of class.	Based on time given throughout the unit, it is apparent the author used their time wisely during most of the writing sessions.	It is evident that the author often did not use their time wisely in class.	Student did not demonstrate the ability to write independently and consistently needed multiple cues and reminders to stay on task during the unit.

Teaching Points	4 Above and beyond	3 Grade level expectation	2 Developing – not there yet	1 Minimal – below expectations
Generate ideas Students will: <ul style="list-style-type: none"> Be immersed into the world of fairytales by reading a lot of fairytales. Act out fairy tales. 				
Characters <ul style="list-style-type: none"> Traits Motivations 				
Characters <ul style="list-style-type: none"> Internal feelings External traits 				
Plot <ul style="list-style-type: none"> Heart of the story Details Conflict 				
Create a strong lead <ul style="list-style-type: none"> Setting Action Dialogue 				
Setting <ul style="list-style-type: none"> Many vivid, descriptive words are used to tell when and where the story took place. 				
Create a strong ending				
Grammar				

<ul style="list-style-type: none"> • Verb tense • Complex sentences • Dialogue punctuation 				
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List of things to do (Mini Lessons)

1. Students will be immersed into the world of fairytales by reading a lot of fairytales.
2. Students will make connections between the world of fairytales and the world.
- 3.
4. Students will act out fairy tales.
- 5.
6. Students will read, make inferences, and discuss the morals and life lessons taught by the tales.
7. Students will generate ideas for possible fairy tales by adapting old fairy tales by changing characters, character's roles, settings, plot, or outcome.
8. Students will pick which idea they have a high interest in writing about and those that they may want to discard.
9. Students will create a timeline, story board, Story Mountain to map out a few of their favorites.
10. Students will begin to write their favorite piece based on their planning tools. If students get stuck they will start with words like "not long after that...".
"but then one day...", "a few years later...", and "after a long time..."
11. Students will begin to draft their papers.
12. Students will begin to pick their nose.
13. Students will pay close attention to conflict and tension, the conflict and tension will get worse before it gets better.
14. Students will pay attention to the lesson that they want the reader to take away.
15. Students will focus on "showing-not-telling."